

sección especial  
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# developing your management philosophy

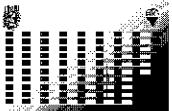
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OF ALL THE PEOPLE who work for a living in the United States today, between 88 and 90 percent do one kind of work. These are the people whose job it is to work on assembly lines, run machines, drive trucks, type letters, or sweep floors. Such jobs represent the productive or creative side of our economy: goods or services are created. The people who perform the remaining 10 to 12 percent of our jobs are designated as managers, supervisors, executives, directors, or by some other title which indicates that their work is to guide and direct the activities of the people performing creative work or of others within the ranks of management. Thus, it can be said that at least

one out of ten workers performs the management process.

Furthermore, there are many indications that the percentage of people in the work force classified as managers will increase. There will simply be less need for workers to do the so-called manual labor, and more need for there who can perform administrative duties; hence, the great stress placed on management development in all major types of organizations. (Even some religious organizations are interested in training administrators now).

Today, then, there is continued growth in the belief that managing is perhaps the critical



element in the success of any kind of organization, although the analyses of administrative practices occur more frequently where economic success is the major criterion. And in this connection there appears to be a pattern which indicates a correlation among three different things within an economic system. It seems that man-hour productivity, the standard of living, and the percentage of the work force occupied by people in management move together. Examples are found in the United States, where each of these is the highest of any industrialized nation, and England, where man-hour productivity is comparatively low as are the other two factors. Numerous other examples are seen in some of the Latin American countries and in the Middle East.

The term "management" has been defined many ways, but even today there is no universally accepted definition of the word. A very commonly accepted one is that it is "getting things done through the efforts of other people". Such a meaning hardly suits since one can think of many situations in which this occurs and the work of management would not be involved. Is a policeman directing traffic during the five o'clock rush hour doing administrative work? Perhaps a more fitting interpretation, although by no means immune from criticism, is that "Management is a process which involves the guiding and directing of people within an organizational setting toward some objective or objectives". Such a definition does imply the existence of authority and responsibility as well as the element of coordination of effort.

At any rate, if such an explanation of management may be accepted, it can be seen that the process may be applied in any formal organization. It matters not if one is thinking of business, charity, government, religious, education, or even criminal. What does matter is that people whose job it is to do administrative work perform in such a fashion as to achieve the purposes for which the organization was formed. Such a broad view is by no means new or unusual.

Perhaps one of the greatest management pioneers to come out of Europe was the Frenchman, Henri Fayol. Fayol was an engineer and a managing director of a mining combine. He also received the Nobel Prize for his theory of the formation of coalbearing strata. In 1923, Mr. Fayol addressed the Second International Congress of Administrative Science at which time he said, "It (administration) embraces not only the public service, but enterprises of every size and description, of every form and every purpose".

If, then the practice of management is universally applicable, it follows that the functions—individual phases of management activity—must also apply in a universal fashion. Scholars in the field as to what names should be used to designate the management functions. It is largely a case of using different terms to describe the same kinds of work. In general, one may say that there are really four distinct types of work which all managers do; the amount of effort and time expended on each function differ greatly depending on the position and individual manager.

The first function of management is simply to establish a basis for action. This process involves the rendering of decisions resulting in a plan. Next the manager must delegate portions of his plan to the people who are his subordinates in the organization. It is the third function of management, however, which is the most difficult and which is the very essence of administration. This phase of activity is coordination of effort. After all, an organization is formed to utilize the efforts of more than one person. It is the job of the manager to coordinate these efforts in the most effective manner of which he is capable. This type of managerial work involves motivating the subordinate, activating him or simply getting him to act, directing and guiding him. Finally, the last function of the management process is that of regulating the activities of the subordinates—the universal function of control.

The question as to whether or not mana-



gement is a science or an art has been debated by writers in the field for too long and with too little value. It is, nevertheless, a philosophy in that it represents a logical system of thought which has been based on certain concepts and principles; predictions can be made and phenomena can be clarified through the application of such concepts and principles. Even so, the philosophy of management cannot be fully separated from the behavior of managers.

Management is also a science: there is a structure of fundamental knowledge and a pattern of accumulated perceptions forming a basis for the works of the administrator on any organizational level. If there were no cornerstones of a science, if there were no laws, principles, concepts, etc., of management, the subject could not be taught. The contrary has been argued and the point has been made that management is not a strict science since there are few if any definite, absolute laws or principles. Perhaps the same argument could be applied to any social science. The disputation is without merit.

The science of management, thus, results because of the long-run acquiring of an organized body of information and knowledge. The application of such knowledge is, of course, another thing. It is this connection that management is an art. The art of management is simply the proficient performance which is brought about by the use of knowledge in actual practice and experience. Management art focuses upon the expression of the individual manager and is based upon his knowledge no matter how acquired or from what disciplines gleaned.

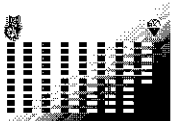
The field of management has long been a challenging one, and scholarly as well as unscholarly attempts to arrive at an ideal method of practicing it have resulted in a jumbled and confused array of approaches. Surely there is no one approach that would be best for all circumstances, and it appears foolish to try to arrive at such an objective. Rather it is hoped

that any ideas of various management approaches in order that he may develop manager would try to clarify and unify his own philosophy and unique art in the administrative practice.

For example, attention may be called to the types of management practices found in major geographic areas of the world. From the standpoint of numbers of people managed, the most important type of management is that of families-patrimonial management. Patrimonial management still predominates in most of Latin America and in the more highly developed countries of Europe. In many countries in which the type of government is classified as socialistic or communistic, management is tinged more or less heavily with political aspirations of the party in power. An individual often becomes a manager because of his favor with party members. Furthermore, the objectives of the organization which he manages are set and controlled by the party members.

In the United States, however, we like to think of the discipline and practice of management as being of a professional nature. This is wishful thinking to a great extent; much of the work of managers could in no sense be called professional. Management has yet to reach maturity, even though it is gradually acquiring more and more aspects of a profession.

A number of management writers today are endeavoring to fit various types of administrative practices into neat categories, giving such categories descriptive titles depending on the specific aspect which is stressed. The literature reveals such titles as the Classical and Neoclassical approaches, the participative approach, the directive approach, the scientific approach, the empirical approach, the social approach, the systematic approach, and the mathematical approach. Many of such approaches are really not very new. One is reminded, for example, of the Mathematical School, sometimes called the Austrian School, of Economics led by such men as Gossen, Jevons, and



Walras, in which mathematical formula were used in attempts to solve problems. This, of course, is not to imply that such attempts have no value—they are worthy of note and represent areas for possible further research and investigation.

In the search for a better way of management, there have emerged at least four major trends. These trends overlap each other as well as the various approaches mentioned above. Perhaps the most important of these trends is one which results in what has been called the conventional approach. Managers who stress conventionality are prone to give most attention to work functions themselves; the lines of authority and responsibility and "principles" are carefully observed, and the hierarchy of management levels is followed. Typically such practice is found among the "old-line" managers who have come up "the hard way".

Closely related to the conventional type of management practice is one that stress the economic and accounting aspects. The monetary effect is considered with each major management decision and action. If this or that decision or action is employed, what will happen to net income, costs, current expenses, etc? This is indeed a very logical attitude for the manager to take because such basic issues must be considered. Furthermore, it is just as logical in a nonprofit organization with a strict budget to consider as it is in a profit-making concern.

A major trend in management practice today, and one that is being accelerated, places major stress on the entire decision-making process. Mathematical schemes and model building are favorite tools of those leaning in this direction. System and system analysis, linear programming. PERT, RAMP, and of course the entire field of computer science characterize this quantitative management approach. There are, however, many popular nonquantitative techniques pertinent to decision-making. One thinks of Fredrick W. Taylor's scientific method to the solution of management

problems which is really nothing but a process of logical thinking. The popular brainstorming technique, in-basket exercises, and others are a part of this trend. Since a primary function of managers is to render choices among alternatives, the decision-making approach is a very logical one.

And finally there is the ever-popular and perhaps overemphasized behavioral science approach to management. This trend feeds on the contributions of the three fields of anthropology, sociology, and psychology. Certainly it is essential to place stress in the human aspect of any organization. Thus, the more the manager knows of the behavioral sciences, the better he should be able to manage people. The human factor is positively crucial to the successful application of science and art in administration. This approach has generated great interest in the academic world during the past two decades; however, it needs greater integration with such other aspects as functional analysis and the physical environment factors.

#### The Manager's **Own** Eclectic Philosophy

When the great French mathematician and philosopher, Rene Descartes, published his book, **Logic, Symbolic and Mathematical**, in 1637, he gave his readers a few pointers which may aid the manager of today. He stated that he would not accept anything for the final, ultimate truth unless it could be proved. He has been called a sceptic for taking this attitude; however, he simply had a questioning mind and realized that things that seem so certain today, tomorrow may be proved false. Today's manager needs a questioning mind; he needs to question the way things are now done and **why** then Descartes said, "I will take my problems and break them down into their component parts. I will start with the simple and go to the complex". Perhaps this might be a feasible approach toward building a knowledge of the process of management as well as solv-



ing individual problems that come to the manager.

And, lastly, the great thinker presents a warning and perhaps his most salient point when he says that one must go back and make his reviews so complete that he will be certain not to have left something out. Undoubtedly, a major flaw in managers work is that tend to omit entirely or stress too lightly important facets of the organizational setting. One manager, for example, will stress the function of planning and all but ignore that of controlling. A manager steeped in the behavioral sciences may ignore the physical aspects of his plant, whereas the manager trained as an engineer will take the reserve approach, etc. It is, thus, the responsibility of the man who wishes to be a better administrator to consider as many of the components of management as he is capable of doing.

In the remaining articles of this series it is hoped that the most important problem areas of management will be presented; the objective will be to offer some aid to the individual who wishes to build upon and strengthen his managerial systems of thought. Management, as we know it today, has drawn from many disciplines. As a distinct area, it is comparatively new, almost all of the major contributions to it having been made in the present century. There is much more to be added. But one thing appears almost certain, that is, the challenge to the manager of the next quarter century will be far greater than before. The creative and resourceful administrator will be in a position to take advantage of the opportunity to make greater contributions to the progress of human society.

## **AUTHORITY AND RESPONSIBILITY**

A FEW YEARS AGO an elderly and noted professor walked into his classroom at one of the better known midwestern universities. Arriving about twenty minutes late, he neither look-

ed at nor spoke to his class of doctoral students. Rather he walked directly to the blackboard, picked up a piece of chalk and wrote. "Authority and responsibility must coincide". Turning to his class and speaking to them for the first time, he said, "Ladies and gentlemen. I want you to write this on your hearts and stamp it on your brains and keep it there". Then, turning on his heel, he strode from the room. That represented his two-hours class meeting for that day.

Nor was the meeting wasted. The eccentric professor wanted to impress his class with the significance of a manager's granting authority to his subordinates whenever he made them responsible for certain delegated duties. Before any action is taken, either by managers or operative workers, it is essential that the authority be established. In fact, the right to produce and distribute products and services must be ascertained even before the organization is formed. Otherwise, the firm may well find itself violating the law.

Within the established organization, there is scarcely any area in which more confusion and conflict arise than that of fixing the authority and responsibility. Such problems are especially important when they involve the line and staff relationships. So often the persons occupying line and staff positions either do not know what authority and responsibility they have or they do not care to exercise it. This attitude results in misunderstandings all the way down the line to and including the operative employees.

The final and universally accepted definition of the word "authority" has not been found. It appears to mean different things to different people, and those people probably will continue to use the term to suit themselves. There are those, for example, who use the words authority and power in pretty much the same manner. Such practice simply adds to the confusion. Power is a force sufficient to bring about a certain act; whereas, authority is the right to do such. A man may have the



power to shoot another, but he has not the right to do so. It is, of course, true that power may be a force utilized to sustain authority, but they are not the same.

A more forceful attempt to impute new meaning to the word **authority** is illustrated by the interpretation used by many of the present-day behavioral scientists. Their goes back at least to Chester I. Barnard, who discussed it in his book, **The Functions of the Executive**, published in 1938. For Barnard, disobedience of a communication from superiors represented a denial of authority as far as the subordinate was concerned. This line of thinking has led to what has been called the acceptance theory, which in essence says that the source of authority lies in the fact that the subordinates accept the authority of their superiors. Presumably, if the subordinate does not accept the authority, it does exist. This idea appears strained, to say the least; in fact, it is untenable to many. Citizens of this country have the right to vote; the fact they do not accept that right does not deny its existence.

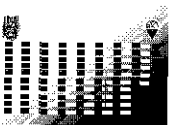
Finally, there is the connotation of the word **authority** usually given by the traditional management writers. In many cases, the writers do not feel obligated to explain the meaning of the word, it simply being assumed that the classical meaning will be accepted. This classical interpretation refers to authority within the organizational setting. It is held by certain people by virtue of the fact that they occupy certain positions; if these people were removed from those positions, they would, of course, no longer have that authority. This right may be said to be a part of the contract between the manager and the organization itself. Surely it is realized that the manager cannot perform his managerial duties without the necessary authority. However, there is such a thing as authority of person as well as authority of position. Again, there is need for this concept when line and staff relationships are considered.

### The Source of Authority

Under the system of government which we enjoy in the United States, the ultimate source of authority is the American people. The citizens of this country say through our Constitution, the laws, and the court of the land that we may or may not engage in certain types of organizational activities. From this final source, the levels of authority may be compared to the links of a chain with each link representing another hierarchical step. Thus, a corporation is granted a charter to form a business and engage in certain activities. This charter gives certain rights to the owners who elect a board of directors. The board will select a president who, in turn, may select vice-presidents. Next, there may be general managers, department managers, etc., all the way to the lowest man in the scalar chain. The same type of structure, of course, applies to any type of organization.

However, the lines of authority may not be so simple as the typical scalar chain may indicate. Many employees, both managers and operative workers, complain of having too many bosses, of not being given full credit for the work they do, of feeling overworked, etc. When this type of complaint is heard, it may be assumed that one of the basic concepts of management has been violated. This concept is known as the principle of unity of command; it simply says that anyone should not have more than one boss at any one time. Both staff and line managers are frequently guilty of issuing orders to members of the organization over whom they have no authority, resulting in the individual having two bosses whom he must try to satisfy. It has been said that violation of this one concept account for as many as 30 percent of the human relations problems occurring in American industry. (Reference may be made to the Sermon on the Mount in which Jesus Christ said, "No man can serve two Masters").

The acceptance of the degree of authority and the effectiveness with which the manager



delegates his authority are other matters. Undoubtedly, the readiness of the subordinate to accept the delegated duties may depend largely on such other aspects as the personality of the administrator. One is reminded of the whole idea of charisma and the influence that same have over others. The competent manager may also find that his managerial duties are facilitated once his subordinates realize his competence. Furthermore, there is the case in which a person may assume the authority of another under particular and unusual circumstances. This is known as the authority of the situation —the authority being relinquished again when the unusual problem or difficulty has been cleared or when the persons who officially holds the authority returns to his normal position.

### The Essence of Authority

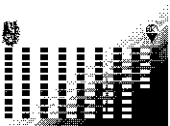
The precise nature of authority may present more problems to the manager than does its source. It is common for management experts to say that a manager has the right to make plans, to organize, to coordinate his subordinates work, to exercise the function of control, etc. Surely the manager does have these rights. But such blanket authority really helps very little in actual situations. The manager needs to know exactly over whom and for what he has the right to make plans, to whom specifically may he delegate authority and responsibility and for what specific duties, and exactly how he may go about establishing means of regulating the work of his subordinates.

Failure to understand fully the correct and precise type of decisions that should fall to the lot of the manager may prevent him from taking intelligent initiative on his own, or it may cause him to deviate from the chosen course of action which the organization has established. Furthermore, it helps if others within the organization have some knowledge of the type of authority and responsibility given to individual managers. The author once wor-

ked for an organization, the largest of its type in the world, in which certain first-line supervisors had ultimate authority over even the company president. This company was in a hazardous industry, and the job of safety boss ("fire boss") was on the first level of management. Thus, there was a case of "splintered" authority in which a first-line manager may give orders to the company president; should the company president choose not to obey those orders, he violated state law.

A great deal has been written about the concept of responsibility, but the term is still about as confusing as is authority. In both cases writers in the field of management give whatever meaning to the words they choose, and this practice continues to add to the confusion. When a man, either manager or operative worker, goes to work for any kind of organization there is an actual or implied contract that he will be responsible for certain functions. The right to perform those functions is delegated by higher links in the scalar chain; and, when the individual accepts that right, responsibility is assumed. It accompanies the delegation. Responsibility, then, becomes an obligation to perform assigned work.

Authority and responsibility have a close relationship and are dependent upon each other, and they represent two points from which delegated functions may be considered. The notion that responsibility, cannot be delegated is absurd if followed to any logical conclusion. Yet this position is taken by many management writers today. If manager C on the third level of management within the organization cannot delegate responsibility to manager D on the next lower level, where did manager C get the responsibility in the first place? Was it not delegated to him from manager B who must, in turn, have received it from manager A on the top level? Perhaps a part of the confusion arises because of the word **delegation**. The delegating of responsibility does not relieve the manager of it; he is still in a position to withdraw the responsibili-



ty and authority from his subordinate. In short, delegating does not mean giving it away.

Authority and responsibility go down the line in the organizational structure; they are passed along the scalar chain from the ultimate source to the lowest level within the structure. Accountability, on the other hand, goes up the line. Accountability arises from responsibility being incurred and is present once the subordinate obligates himself to his superior for the performance of his duties— he is liable for a reckoning. Actually, everyone within any kind of formal organization, no matter what the hierarchy, is answerable for his conduct concerning the performing of his duties. That's all accountability is.

### A World of Summary

The first component in the entire manage-

ment process is that of authority. It is first because a person or an organization must have the right to perform certain functions before they are carried out. Authority flows from the final source, the people of this country, to owners, to top managers, and on down the scalar chain. The nature of authority has to do with the specific rights dealing with specific types of decisions which the individual manager may make.

Coupled with authority is responsibility—an obligation of the subordinate to fulfill the contractual relationship he made when he accepted a position with the organization. Both authority and responsibility may be delegated but may not be actually given away. Furthermore, the subordinate knows his performance will be evaluated by the superior; he thus incurs accountability and is answerable for his behavior.

